Independent Living Postsecondary Goal
IEP Team Decision Assistance Form

This form is designed to help the IEP team decide if a student needs a postsecondary goal in the area of independent living. Independent living includes the skills and knowledge an individual needs to direct his or her life at home and in the community. Transition assessment information should be taken into account when completing this form and additional assessment may be necessary to adequately identify goal(s).

Review each statement, and consider whether the student possesses the identified skills.
- Yes – performs independently and consistently
- No – performs inconsistently or not at all; consider an independent living goal
- NA – not an area of independence being considered at this time

### Home Living
- Follows daily living routine (e.g., personal hygiene, dressing, selecting clothes)
  - Yes No NA
- Purchases, prepares and stores food; maintains healthy diet
  - Yes No NA
- Performs light household maintenance (e.g., cleaning, unclogging drains or toilets)
  - Yes No NA
- Appropriately makes and receives telephone calls
  - Yes No NA
- Follows disaster safety routines for fire and natural disasters
  - Yes No NA

### Household & Money Management
- Creates and maintains checking & savings accounts
  - Yes No NA
- Manages money (e.g., counts money, makes change, budgets, pays taxes, and monthly bills)
  - Yes No NA
- Evaluates cost of services (e.g., banking, telephone, leasing, credit cards, loans)
  - Yes No NA
- Locates & acquires place to live (e.g., finds housing, understands rental agreements)
  - Yes No NA
- Sets up living setting (e.g., organizes furniture, arranges for utilities and services)
  - Yes No NA
- Understands the importance of a good credit rating, how to view and interpret a credit report, and methods to improve credit rating
  - Yes No NA

### Transportation
- Selects appropriate method of transportation
  - Yes No NA
- Possesses required transportation documentation (e.g., driver’s license, bus pass)
  - Yes No NA
- Organizes transportation (e.g., carpool partners, door-to-door bus or cab service)
  - Yes No NA
- Navigates throughout community using preferred mode of transportation
  - Yes No NA
- If driving, knows of automotive maintenance schedules and routines
  - Yes No NA

### Law & Politics
- Knows how to participate in voting and political decision-making
  - Yes No NA
- Understands basic local, state, and national laws
  - Yes No NA
- Understands rights as a person with a disability
  - Yes No NA

### Community Involvement
- Locates & participates in leisure, recreation, and community activities
  - Yes No NA
- Locates and uses community services (e.g., stores, banks, medical facilities, recreation facilities, health department, police department, social services)
  - Yes No NA
- Completes paperwork for medical treatment, community services, insurance, etc.
  - Yes No NA
- Plans and acquires wardrobe (e.g., select appropriate clothes, compare prices)
  - Yes No NA
- Responds appropriately to environmental cues (e.g., signs, sirens)
  - Yes No NA
Personal Safety and Interpersonal Relationships

- Performs basic first aid and seeks medical assistance when appropriate
- Practices community safety routines (e.g., when to talk to strangers, avoiding unsafe locations, locking doors, asking for directions)
- Understands when it is appropriate to call 911
- Knows CPR and when it is necessary
- Maintains relationships with family and friends; establishes new friendships
- Understands the concepts of sexuality (e.g., physical self, reproductive process, dating, relationship, marriage).
- Makes informed choices regarding sexual behavior
- Understands basic parenting skills

Self-Advocacy

- Expresses strengths and needs; asks for accommodations when needed
- Expresses preferences appropriately, identifies long- and short-range goals, and takes steps to reach goals
- Assertively advocates for self in situations outside of school
- Responds appropriately to typical exchanges with others (e.g., saying hello, being bumped or brushed against, making small talk, sarcastic remarks, etc.)
- Resolves conflicts through discussion, reasoning, & compromise

Additional Independent Living Skills

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

If “No” was answered for any of the skills identified above, a postsecondary goal should be considered for the area of independent living. The discussion questions below help further identify an appropriate goal.

Independent living goal(s) needed at this time? ___Yes ___No

Is additional assessment information needed in the area of independent living? Why?

What are the 3 most important independent living skills to be addressed in IEP?

1.
2.
3.

How can we work on these particular skills throughout this coming year (i.e., instruction, related services, post-school living objectives, daily living skills, and/or functional vocational evaluation)?

What annual IEP goal(s) will enable the student to meet the postsecondary independent living goal?